

Teacher: Mr. Michaud

Office Location: Room 107

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Summary of Unit

Learning how to develop an opinion, support it, and present it in a professional manner is crucial in a variety of settings: whether it be at a business meeting, written on an application, dinner out with a friend, or in the classroom. Over the course of the unit students will develop an understanding of persuasive writing. Through the exploration of editing, revising, planning, rewriting, relative vocabulary, and investigations of audience and personal explanations students will develop the skills needed to write a professional persuasive piece.

Establish Goals

Common Core State Standards

Content Area: English

Grade level: 11 & 12

Domain: Writing

Cluster: Production and Distribution of Writing

Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



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Students will understand that...

- strong writing is achieved through planning, revising, editing, rewriting, or changing the approach of the work.
- establishing the most significant vein of their work and developing a voice and thesis that portrays it is essential to a well-developed piece.
- considering the intended audience is imperative to making your voice, as a writer, heard.

Essential Questions

- How can I revise, edit, or rewrite my work to strengthen its potency?
- Why is my thesis significant to what I am hoping to achieve?
- How is my audience going to respond to the manner in which I portrayed my view?

Students will know...

- Sequences and timelines:
 - How to establish a factually sound and clearly focused persuasive essay.
- Terminology:
 - Claims, radical revisions, reverse outlining, thesis.
- Critical details:
 - How vocabulary and tone influence the audiences interpretation of the persuasive essay.

Students will be able to...

- express their voice in a concise and supported manner.
- evaluate work for improvements to support their understanding of revision techniques.
- produce an outline.
- infer their perspective professionally and respectfully.
- consider the opposing opinion and use it to strengthen their work.
- recognize the target audience.

Performance Task Overview

After becoming the head anchor at your network news station things have become rather slow: what could you possibly do now after reaching the top? Luckily, the president of the network feels the same way and has been asking for fresh ideas, specifically, he mentioned that you could lead your own editorial! So now what? First choose a topic that impassions you, one where even the thought of it makes you feel as if you could talk forever! Develop the



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Expectations

[illegible]

Assignments: All work should be completed by the due date, as a realistic amount of time will be allotted for all assignments. If there is any doubt about the fairness of the time given bring it to my attention and be prepared to

support it; I am not unreasonable, in this case due dates would be negotiable. Furthermore, sometimes things

in life happen and you will not be able to complete the work on time. If this happens it is the student's responsibility to contact me ahead of time and make arrangements for an alternate due date.

Classroom Expectations: In the classroom everybody will treat each other with respect. Any malicious or negative behavior will be handled immediately. Also, in class, I expect everybody's full attention and participation, if you have a thought or question please share it, chances are that somebody else has the same one. Finally, just come to class positive and with an eagerness to expand your horizons. Education is not meant to upset you, rather nurture and support your passions!



Image by Alamy found at <http://www.telegraph.co.uk/news/newstopics/howaboutthat/9197585/Police-save-words-of-blind-author-who-wrote-26-pages-after-pen-ran-out.html> Permission pending.

Benchmarks (100 Points)

- *Inspiration (10 points):* This is the first lesson in the persuasive writing unit. Due to this, students will still be fairly naive in the manners of writing for this unit, because of which students will be given explicit instructions to create an outline, using Inspiration, for a previously discussed topic. Throughout the course of the unit this topic will continually evolve and mature into a strong final paper and presentation that will concretely illustrate the students' abilities.
- *Pages (10 points):* Each student will be assigned a person with many characteristics; the students' job is to develop an understanding of their persona and create a brochure, using Pages, profiling the character and stating what they would like to observe in a persuasive piece for it to be effective.
- *Garage Band (10 points):* After exploring the effects of writing concisely and supportively students will have learned the necessary tools to understand and implement words usefully. To further explore this, students will choose a poem and investigate its meaning, and record themselves, using Garage Band, reciting it and using meaningful vocal fluctuations, pauses, and other spoken devices, to get the poems point across. After which, students will write a justification for their performance as well as their poem analysis.

- *ReadWriteThink (10 points)*: Students will have been divided into two large groups: each group representing one perspective in a class wide debate. Using Read and Write, students will create a strong outline showing they have investigated the topic and developed strategies for overcoming the perspective of the other side; doing so will preserve their ability to interpret and use opposing opinion in one's own work.



- *Google Docs (10 points)*: At this point students will have their last draft before their final work complete. Students will upload their work to Google Docs and make it available to their peers. Each students will be expected to read multiple essays and leave feedback, as well as justifications for their comments, to prove that they have a firm understanding of the lesson.
- *iMovie (All final products [Persuasive essay, iMovie, and presentation] are worth 20 points, totaling 60 points) (60 points)*: Finally, the unit's last project is an iMovie. Using the topic discussed in their persuasive essays students will

produce a news editorial. In each presentation, students will be judged on their ability to interpret and apply all previous lessons into one large production. The students will play a news anchor for a major news network (CNN, FOX, ABC, NBC, Comedy Central, or other that must be approved by the instructor) and stylize their performance and production to appeal to the audience of the network they chose.

Grading Scale

A (93 -100), A- (90 - 92), B+ (87 - 89), B (83 - 86), B- (80 - 82), C+(77 - 79), C (73-76), C- (70 - 72), D +(67 - 69), D (63 - 66), D- (60 - 62), F (0 - 59).